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ABSTRACT

This manual offers hints, guidelines, and suggestions for reaching prospective students for vocational training. Its main premise centers around alerting, encouraging, and assisting the student. A team effort is promoted; each staff member must be a part of the whole recruitment team. A section on advance planning focuses on analysis of the school situation by answering three questions: students must determine who they are, where they want to go, and how they want to get there. The next five sections focus on these methods for recruiting students: print, news, visuals, displays and exhibits, and presentations. Suggestions for design and development of specific types of these general recruitment methods are made. The following section provides additional recruitment information. It suggests possible recruiting contacts and other recruitment tools or tactics. Appendixes, amounting to over half the manual, include the following: planning materials, such as a list of target audiences, forms and checklists, sample calendars, and outline for developing a marketing plan for vocational education; sample staff and student recruitment questionnaires; materials on image; information on development of a fact sheet; news and print information; materials on presentations, including a sample outline for a short presentation and helpful suggestions for organizing an open house; suggestions for visuals; a list of innovative recruitment practices; and a list of 44 references. (YLB)

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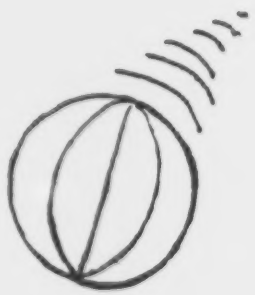
TEAMWORK

The name of the game in recruitment



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TEAMWORK: THE NAME OF THE GAME IN RECRUITMENT

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Preface

Many diverse sources were used in composing this manual; books, manuals, handbooks, periodicals, newspapers, colleagues, etc. supplied useful and valuable data toward the manual's completion.

To the administrative staffs of the vocational schools involved in this project, gratitude is expressed for the cooperation and support given through the duration of the project. Those administrators are:

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Linda L. Bennett
Spring, 1991

INTRODUCTION

INTRODUCTION

Attracting students is a major concern for vocational programs. Basically, students are the life blood of vocational programs; high enrollments are essential. "It is important to have high enrollments for several reasons...vocational programs do not have a built-in clientele....To justify the cost of offering vocational programs, there must be sufficient enrollments... (and) funding has emerged over the past decade as the most important" (reason for the high enrollments). (The Vocational Administrator's Survival Guide) In essence, recruiting students is a crucial consideration for vocational schools.

A study for the Illinois Department of Education illustrates "three levels of action were necessary to provide an effective program of student recruitment. These were:

1. Awareness/Interest--To alert the potential student to the many vocational programs available.
2. Desire/Decision--To encourage the potential student to make a decision to enter vocational education.
3. Action/Enrollment--To assist the student to succeed in a chosen vocational institution and program."

(Source: Identification of Recruitment Barriers...)

The main premise for the contents of this book centers around the student: to alert, to encourage, and to assist the student. However, the student cannot be reached by only one segment of the vocational staff. Therefore, a team effort has to be conceived "to gain consensus on vision, goals, methods of implementation; to provide a harmonious work environment; to increase consistency in individual decisions; and to increase feeling of personal security." (Source: Marketing Vocational Education) Each individual staff member has to be a part of the whole recruitment team; each staff member has to be a player in the recruitment game. Teamwork is certainly the name of the game in recruitment.

ADVANCED PLANNING

To begin an effective recruitment plan, an analysis of the school situation is essential. Determination must be made regarding the following questions:

Who are we?
Where do we want to go?
How do we want to get there?

Each question merits careful attention.

WHO ARE WE?

1. The beliefs and values of the school form the "personality" base for the school. To determine the internal depiction of the school and/or staff's image of the school, exercises requiring the staff members to express words to describe the school (ex. static, active, compassionate, "so-so", etc.) as it exists or as it could exist can be incorporated to discern staff perceptions.

2. The traditions, operations, and visions of the school need reviewing. The background of the school necessitates inquiry--its history, accomplishments of students, staff, school, goals, etc. In addition, general biographical information (personnel roster) about the school and school staff discloses the background of the institution and its personnel (see appendix D, page 76).

3. To delineate the service focus of the school, a realistic view of the students served is imperative. Geographic (location of communities, states, regions, neighborhoods), demographic (age, sex, family size, income, race, etc.), psychographic (life styles, personality types, etc.), and behavioristic (knowledge, attitudes, etc.) are essential considerations to learn about the peoples to be reached (see appendix A, pages 41-42).

4. A slogan should be a form of communication to the public stating the purpose (mission), value, or beliefs of the school--a slogan can give specific identity to the school.

5. The distinguishing characteristics of the personnel (staff, past students, etc.) of the school should be appraised. Professionalism should be the most important quality for the instructors, administration, and all other staff members. "In the neighborhoods, shopping malls, entertainment centers, and barber shops of any community, the teacher, custodian, secretary, and students are often going to enjoy more credibility than any administrator or board member." (Vocational Education Journal, Nov./Dec., 1988, page 37).

WHERE DO WE WANT TO GO?

A plan must be conceived and developed--a plan to offer vision for the future. This written proposal (see appendix A, pages 43-44) should be readable and easily understood with emphasis on the objectives to reach a particular audience; strategies and occasions for distributing information about the school; a calendar (see appendix A, pages 48 and 49) for disseminating information; and ways to evaluate or appraise results from instruments used (see appendix A, page 44). The targeted population should be defined (see appendix A, pages 41-42). Most importantly, a specific direction must be pursued concerning what is to be accomplished; a time frame should be determined for completion of activities (giving priority to certain activities).

HOW DO WE WANT TO GET THERE?

Communication is the key. Ascertain the assets of the school. Include the attributes of the instructors, administration, support staff, clerical, custodial, etc.--involve all staff members. Utilize questionnaires (see appendix B, pages 54-69 and appendix C, pages 72 and 73), brain storming sessions, and other techniques to promote an exchange of ideas and opinions with the staff and also with the students (positive impressions from present or former students benefit the school by cultivating a good school reputation). Primarily, make a deliberate effort to know the perceptions of the students, staff, and community leaders to keep abreast of anything to advance the school.

Ultimately, "Your concern should be to ensure that the public has accurate information about and realistic perception of your vocational program. The plan should not be designed to gloss over problems or deficiencies

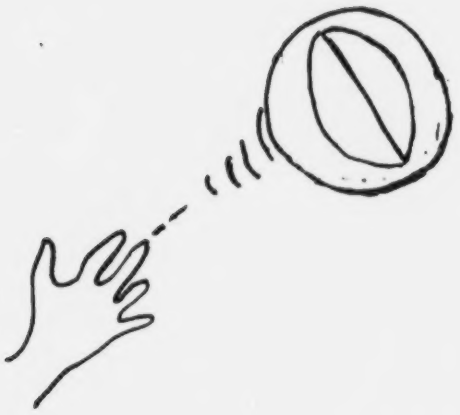
and sell an inadequate product to the public." (Module G-1, Develop a School-Community Relations Plan for Your Vocational Program). Therefore, the school should be meeting or be working toward:

*stated goals and objectives (long and short term)
*professional attitudes and behavior, updated training
*an open and positive demeanor among staff and students
*an appropriate education for the individuals served.

(Adapted from Module G-1, Develop a School and Community Relations Plan for Your Vocational Program)

"People won't support anything they don't understand." ("Public Relations: Everybody's Job." Vocational Education Journal. Nov./Dec., 1988) Make sure the public knows "who you are, where you are going, and how you want to get there."

PRINT



Many choices are available with print media for publicizing vocational programs or schools--small business sized cards with eye catching colors and phrases; brochures, pamphlets,and flyers; newsletters as well as advertising in other printed forms. Any of these methods offer unique capabilities for advertising and, ultimately, for recruiting students.

GENERAL ADVERTISING GUIDELINES--

*Identify the target audience and concentrate on directing the message to it; make the message appear personal.
*Use an illustration and a headline to get attention. Develop tangible symbols (colors, logos, school letters and distinctive designs) for use on all promotional material, letterheads, etc. for a different and individual visual look.
*Ensure that the name, address, and telephone number are correct in the ad (if the information is included).
*Consider the layout (arrangement or organization) of the advertisement. The layout should be visually attractive and original.
*Make the message simple and direct but supply important information about the school.
*Create an immediate association with the school in the printed piece through a unity of all parts of the ad.

(For additional hints refer to appendix E, pages 78 and 79, 83 and 84).

BROCHURES, PAMPHLETS, FLIERS, CARDS

These are designed to serve a limited purpose. Therefore, principle factors to consider are:

*Recognize the audience and appeal to their personal interests or egos.
*Organize ideas obtained from a variety of sample brochures, etc. (maintain a file of brochures, etc. for good and bad examples to use as a frame of reference).
*Keep the information brief and to the point but furnish necessary facts.
*Be specific, factual, and honest.
*Use quality photos (see appendix G, pages 89-91) and simple graphics.

*Create an uncrowded format (on the covers of pamphlets and brochures, one idea, one word one illustration, or one brief sentence can be most effective).
*Facilitate easy registration (ex. by telephone or mail-in form, using credit card number, etc.).
*Take into account the size of the printed piece for potential mailing (brochures, pamphlets, etc. 8 1/2 inches by 11 inches or smaller are convenient for mailing).
*Write in crisp, clear, and correct grammar with uncomplicated words; avoid jargon, sexist language, or anything which could be insulting (the script should catch the reader's attention--not "ho-hum" writing).
*Incorporate color, if possible, to interest the reader (dark colored paper should be avoided).
*Emphasize the most important facts first and break up the copy with sub-titles.
*Add personality with photos, artwork, subtitles in boldface (remember, "white space" and "ragged right" columns are important in the over all look).
*Use statistics--but not too many.

NEWSLETTERS

When composing a newsletter, three major aspects deserve attention: cost, content, and design/layout.

Cost--
Before any action can be taken, the monies available need to be determined. Money will be needed for production supplies (paper, printing), distribution of the newsletter (mailing, etc.), and incidentals.

Contents--
After the mechanics of printing and distributing the newsletter have been settled, analyze the possibilities for the contents as follows:
*Student involvement (concerns, organization activities, unusual projects)
*Teacher or administrator related articles (articles by teachers, concerns and/or recognition of teachers, and editorials from administrators)
*School news (calendar of events, stories about programs)
*Employer/employment news (success stories, articles about employers who hire graduates, employment opportunities)

*Letters (letters from the newsletter editor or letters from the readers to the editor)
*Photos to illustrate stories
*Summaries and analyses of local, state, or national statistics and/or research findings concerning vocational education
*Articles of recognition to individuals or businesses who contribute to successful programs
*Question and answer columns
*Cartoons and jokes.

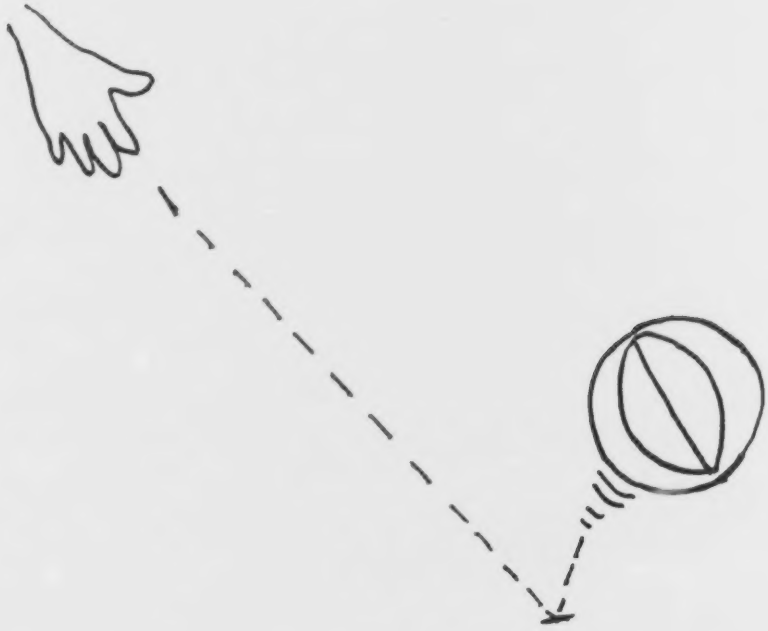
Design and layout--

Composition can attract or detract from the newsletter. The design and layout should help the reader understand the meaning of what is being shown. All elements should contribute to the completed product: the format (dividing the newsletter into columns will make for easier reading); color (two colors add much to the look of the newsletter, ex. one color for the paper with another for the print), the typeset (a variety of type produces eye appeal, ex. for headlines a bold faced type and different styles of type); photos or artwork (put photos or artwork with captions on page first and balance headlines and stories around them); and also borders surrounding blocks of copy.

Additional newsletter hints:

1. Be factual.
2. Utilize names of people as much as possible.
3. Report stories in advance of significant happenings--not after the fact.
4. Accent the local aspect of state or national news.
5. Acknowledge special awards, new jobs, etc. earned by employees or students.
6. Interview respected people for their opinions (contact a variety of people for varying views).
7. Be open to new ideas but avoid controversy (be unbiased).
8. Refrain from gossip but be newsy.
9. Proofread copy before having it printed; edit carefully (watch for misspelled words). Check again and again for errors.
10. Ask the readers of the newsletter if they read and like it.

NEWS



News about the school--its activities, programs, students (present and former), staff, etc.--can be disseminated in numerous ways including news releases for the newspaper, radio announcements, and T.V. talk shows. Suggestions for generating polished, effectual, and worthwhile products to inform the public of the news of the school are given in the contents of this section.

NEWS RELEASES

Format of news releases--

- *Use a heading that contains the date of the release and the name, address, and telephone number of originator.
- *Type FOR IMMEDIATE RELEASE or HOLD FOR RELEASE UNTIL (date) on the release which will give an indication of the time for publication.
- *Type the information doublespaced on 8 1/2 inch by 11 inch paper--make sure the copy submitted is as clean as possible
- *Include date and day of the week for the event (date should be placed in upper right hand corner).
- *Allow one-fourth or one-fifth (about three inches of blank space) of the page between the heading and the beginning of the release for editor's comments.
- *Leave at least one inch margin at the top of page and an inch and one-half on each side.
- *All paragraphs should be indented by at least five spaces or, perhaps, even an inch width. (Hint: The inverted pyramid style gives more flexibility in cutting the length of a story without ruining the contents--make the first words, first sentence, first paragraph count).

Writing the news release--

Establish the right way to begin the article with the first paragraph by catching and holding the reader's attention. Start the lead sentence of this paragraph as a brief summary of the feature contents. Specific guidelines for the lead sentence include the following:

1. Don't begin with a date.
2. Don't begin with the name of the person making the announcement.
3. Don't begin with "the" or "there".

4. Don't begin with a "so-so" statement (a comment with which there can be no possible disagreement).
5. Don't write leads that delay the meaning to the end--get to the meaning up front.

Within the news release be positive instead of negative. Exclude unnecessary or redundant words; also, specific words are better than general words. Brevity is the byword.

Write the word "SPECIAL" on some articles to inform the editor that the articles are special accounts of stories--"EXCLUSIVE" denotes the articles appear in only one newspaper.

All pages should be numbered (and a phrase given on subsequent pages to give clues for the topic covered) except on the first page. Write "more" at the bottom of pages for stories with more than one page; end each page with a complete sentence.

After the final paragraph of the article type "30" in the center of the page ("30" signifies "the end" of the release) or simply type"###" to end the story.

News releases can be a waste of time and effort. Therefore, the contents and format must be memorable with reporting in news style--short sentences, short paragraphs, easy words (familiar words along with action verbs), facts presented in a succinct manner, getting to the point quickly and eliminating personal judgments . Finally, smooth out the story by polishing and editing it; have another person proofread the release (see appendix E, pages 80 and 82).

Additional hints--

*When referring to a person, use the complete name and full title of that person only once in the written article. Afterward, refer to the last name only (don't use Mr., Mrs., Ms., Dr., etc.) Make sure the names are spelled correctly.

*Always include the name, address, and telephone number of the person responsible for the release.

*News releases should contain the five w's--who, what, when, where, why and, also, how--accurately and completely as follows:

who--give the full name and titles
what--event, award, project, etc.

when--date, day, and time
where--address of school, building, etc.
why and how--purpose, value, interest, uniqueness

Contacting the editor of publication--
*Discuss what you have to offer the news publication.
*Find how to meet their needs.
*Learn dates for deadlines for submitted materials.
*Request a newspaper style handbook if they use one.
*Ask about use of pictures with articles.
*Obtain the full name of publication and the contact person as well as the telephone number and mailing address; leave your name, title, address, and telephone number.

Possible news release topics--
*New and different happenings
*Known persons and institutions
*Events which have far-reaching consequences for the public
*Events close to home
*Rarities or milestones
*Important announcements for the public
*Human interest stories (success stories of students, etc.)

Publications for news releases--
*Dailies
*Weekly newspapers
*Free shoppers' news
*Community newspapers

Generally, a broadcast news release is handled similarly to the form used for newspapers but streamlined and no longer than one page. Keep the written information brief, including only the most important facts but, also, supplying more information if the announcer wishes to enlarge upon the story. (Provide phonetic spelling for hard to pronounce names).

BROADCASTING ANNOUNCEMENTS

Announcement format--
*Some stations require only one announcement per page; others allow several on one page.

(However, differently timed announcements should not be mixed on the same page).
*For typing the announcement, the words should be typed in ALL CAPITAL LETTERS.
*Double space the lines.
*Show a clear break between the announcements (ex. extra space and ###).
*Margins should be two to three inches on the left and one inch on the right.
*Spell out numbers (rather than 2, type two) and check the numbers for accuracy.
*"FOR IMMEDIATE RELEASE" should head the text. In the interest of time, devote only one topic per announcement.
*Include the contact person's name, as well as telephone number, at the top of <u>each</u> page.
*Telephone numbers and dates should be restated often within the announcement.

Writing the announcement--
*The announcement should be concise using short sentences and familiar words (avoid "professional jargon and educationese").
*Reiterate pertinent telephone numbers and important facts.
*Avoid tongue twisters.
*Write the text in a conversational manner (unlike newspaper stories).

Time factors for announcements--
*For an announcement specified during a particular time frame (ex. National Vocational Education Week), type DO NOT USE AFTER (date) at the top of each page giving an expiration date.
*Practice reading the announcement aloud to test the length of time for the announcement and fluidity of words.
*Keep the announcement brief (ex. an average five typewritten lines takes twenty seconds of delivery time or a ten-second announcement about 30 words or twenty-second announcement about 70).

Sample timing for spot and/or public service announcements:

Radio	Time	TV
20-25 words	10 seconds	12 words
50-60 words	20 seconds	35 words
120-150 words	60 seconds	120 words

Either call or make a personal appointment with the appropriate persons to discuss station policies, etc. about making announcements. The station personnel may also be willing to help in the development and production of good quality announcements--they have the expertise and equipment for creating the best workmanship.

"Recruiters can compose a standard announcement of 100 words or less about their schools or an individual vocational program that can be used by the mass media whenever the opportunity arises. The announcement should not be a hard sell pitch to get people enrolled in a given program. Rather, it should be of a general nature and contain information from which the general public can benefit." (Source: The Vocational Administration Survival Guide)

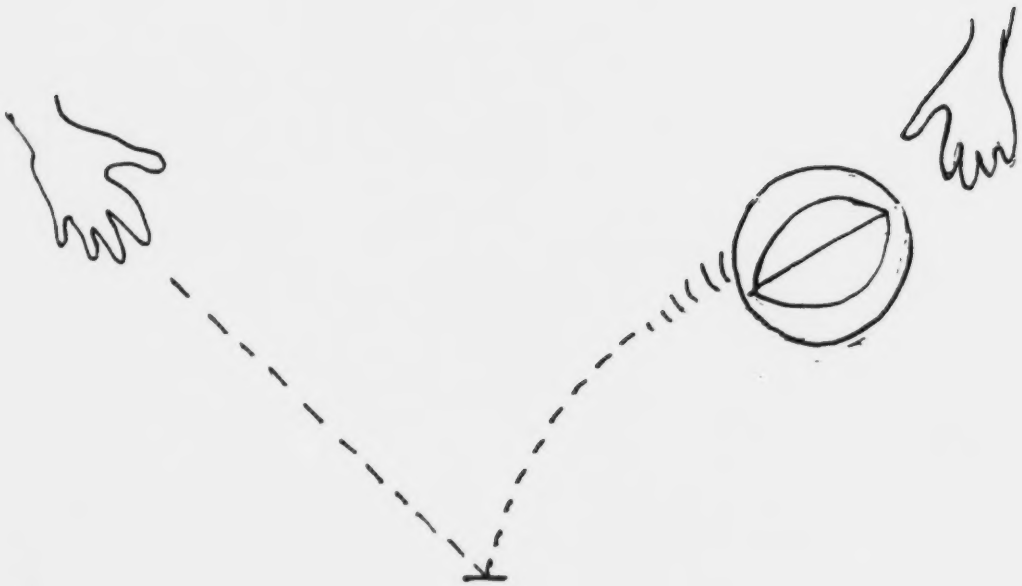
Public service announcements are valuable, free-of-charge ways to get the message to the public because the announcements are repeated many times throughout the broadcasting day. However, they cannot be relied on as a primary form of advertising--less than 10% are played during prime time. (From handout "Marketing Vocational Education").

TV TALK SHOWS

If the opportunity is available, television provides an excellent tool for public relations and/or recruitment--especially a TV interview. Keep in mind:

- *Preparation is essential before a TV talk show (know about your topic in order to be interesting and enthusiastic).
- *Familiarize yourself with the style of the interviewer.
- *Refer to factors about the topic which foster discussion or debate (perhaps some controversy).
- *Present to the interviewer background material and/or a list of questions for possible help for the interviewer.
- *Relax--try to be as natural as you would be in a normal conversation (laugh at the appropriate times but don't over do).
- *Dress simply not elaborately with no flashy jewelry; remember to wear colors which show well on TV (blue is good; white tends to make the face fade out).

VISUALS



VISUAL COVERAGE

Many groups (parents, leaders in the community or industry, and prospective students) may discover the merit of vocational education through video or slide productions. Both of these media may offer color visuals to attract the interest of the viewers; for added appeal, musical background to the presentations can refine and polish the productions. Candid shots of interviews with students, former students, employers, etc. further complement the visual aids shaping a natural and pleasing setting to inform the target audiences (for shooting slide photos, etc., see appendix G, pages 89-91).

School-produced slide or video productions offer distinct advantages over generic, commercial forms. The people of a particular locale may relate to a presentation of familiar surroundings and people. If an interview is included, the personal thoughts and opinions of the students give considerable weight to programs being promoted; special descriptions of the school programs and testimonials from students and alumni may be the determining factors for those who are considering enrollment in school.

A video renders greater possibility and flexibility for advancing a more favorable message of the school than slides--with the action in a video, a sense of reality is created. Therefore, the following suggestions are directed toward the production of a video tape. A good video should:

*be built around a theme using questions and answers from students and staff
*consider the restrictions as well as the possibilities of television (which benefits from short, active shots of small groups)
*contain personal responses from present students or former students
*cover a timespan of several months or a year showing a variety of situations--classroom and extracurricular.

The steps in designing a video presentation plan are:

1. Study the situation and write down relevant information for an outline. An outline can provide a step-by-step plan to maintain a sense of direction and focus.

2. Spontaneous interviews of students, staff, former students, employers, etc. can contribute insights about the school and its program (ex. ask students about the strengths and weaknesses of programs or school).

3. After filming is finished determine the time length of all the "shots". Take notes on the number of seconds and minutes of each segment.

4. Write a 15 minute (no longer) script for the video.

5. Direct, factual information helps fashion a worthwhile video. Eliminate unnecessary comments. Decide on one idea to illustrate; adhere to that idea. (Use "sound bites"-- short sections of video combined with sound to complement the setting, ex. catch phrases and one-liners which show the speaker's face or show action in the background).

6. Finally, the video can be completed by the "video tape editor" using two video recorders ("...one as a player and the other as a recorder, with a controller in the middle to precisely identify different scenes"). Appropriate music for the video can be included and graphics can be added.

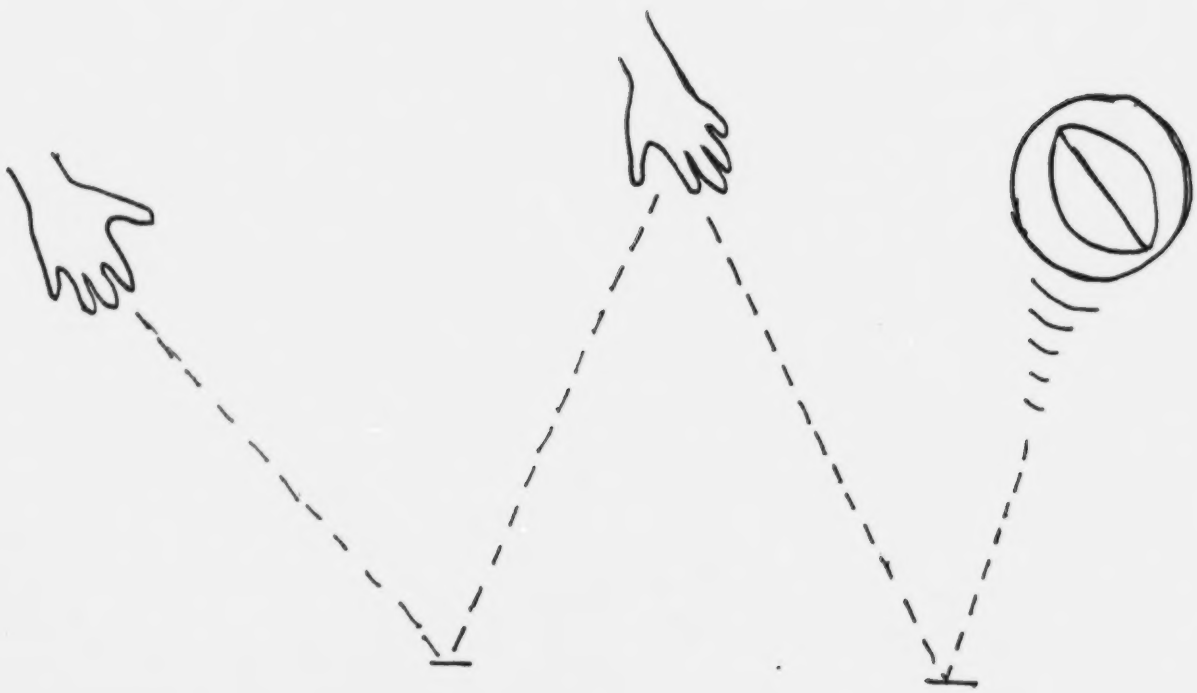
(For more specific information on shooting the video refer to appendix G, page 92).

After the preliminary video is ready allow the staff, students, etc. to critique the product. Feedback from these viewers should supply suggestions concerning revisions.

Several duplicate copies of the videos should be made for distribution or loaned to various interested groups (schools, community organizations, or other groups).

(Source: Vocational Journal, April, 1990)

DISPLAYS AND EXHIBITS



DISPLAYS AND EXHIBITS

An innovative exhibit or display can be a dynamic mode for promoting vocational education and recruiting students. Many people can discover the message about the positive features of a vocational school and programs if exhibits are in a highly visible location. Displays for student recruitment can focus on particular occupational job opportunities defining local needs, qualifications for jobs, pay or wages, aspects of the work as well as gratification from it, the requirements for a program, and completion time for the program.

In planning a display the composition of the audience, its interests, concerns, educational levels, etc. must be considered. The presentation elements of the display must be addressed--photographs, models, objects, materials, availabilities, etc. Basic principles for making an impressive display include:

* Develop a sketch plan for the display--involve numerous people (staff, students, etc.) in planning.
* Keep the display simple without too much color, materials, or reading--the display is supposed to be an attention getter.
* Include live action--demonstrate something but keep the demonstration short and assure the viewer that the demonstration is only a part of the contents of the whole program.
* Arrange objects attractively--a pleasing arrangement can have more impact with a few well-related objects than one with many objects crowded together.
* Photographs mounted on mat board contribute to dramatic displays--photos 11 inches by 14 inches are best.
* Professionally crafted lettering makes a strong impression--identify display with attractive sign or letter which designates the school or program.
* If part of a larger display, adapt exhibit to general theme.
* Show various phases of your program in the display.
* If electricity is needed for the exhibit prearrange to place it by an electrical outlet.
* Good lighting and appropriate background are essential.

* Teachers or students should be available at the exhibit or display to explain the vocational program--for lasting impression, brochures or other handouts should be accessible.
* Provide for protection of the display/ exhibit.
* Change exhibit before it becomes stale.

Possible display sites--

At school: Corridor (a bulletin board at entry foyer with photos of students in classes makes an attractive display)
Shops
School departments
Guidance and counseling office

In the community: Store windows
Chambers of commerce
Industrial plants
Arts and crafts festivals
City halls
Libraries
Parades
Banks
Utility company lobbies
Church gatherings

RECRUITING POSTERS

Posters provide a valuable source for advertising. In a heavily traveled area a well designed and constructed poster can be an outstanding recruiting and advertising tool. The art and graphics of the poster can make a pleasant, shocking, or blase' statement; however the poster is perceived, it will psychologically impress the viewer.

In order to realize the optimum attention for the poster the following suggestions can be beneficial:

* Posters should be attention getters--eye catching with snappy phrases (see appendix E, pages 83 and 84), bright colors, or bold print.
* Posters should be placed at strategic points for greatest influence--state employment offices, high schools, laundromats, shopping centers, barber shops, beauty shops, restaurants, etc.
* Include complete information about additional assistance--ex. the person to contact for help, telephone numbers, etc.

* Furnish enough information about school or program to entice people to learn more about the school or programs.

Other hints:

* Message should be simple.
* Color gives added eye appeal.
* Lettering and artwork should be polished.
* Drafting and photos attract attention.

BULLETIN BOARDS AND DISPLAY BOARDS

Some of the hallmarks of striking posters apply to bulletin/display boards: they should be attention getters, they should supply information, and they should be presented with simplicity, etc. With these ideas in mind, two types of boards can be especially impressive: placement record display boards and want ad displays.

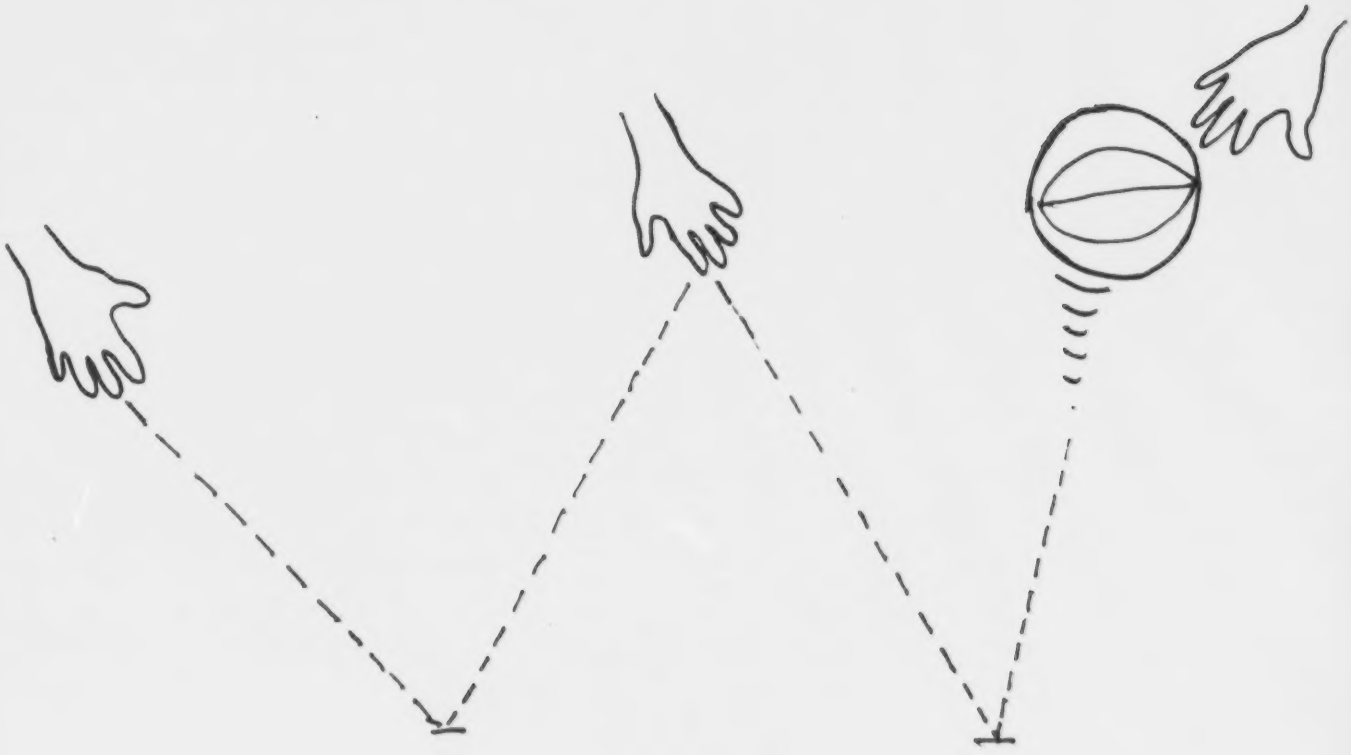
The placement record display board is probably the single most influential recruiting tool. On this board are listed the names of successful graduates, along with their graduation dates and current places of employment. Potential students may see the value of vocational education when actual employment is illustrated through examples of past students.

Sample information to supply on placement record display:

NAME	GRADUATION DATE	EMPLOYMENT STATUS

For want ad displays, want ads from various newspapers are corresponded with vocational programs available from the vocational school. These ads are grouped and pasted on posters (or even a brochure) or on a bulletin board to make an interesting and appealing assemblage. Prospective students can be significantly affected by seeing specific occupational programs correlated to want ads (include brief explanation concerning contact person, etc. of the school).

PRESENTATIONS



Several other approaches can be utilized to connect with the public: speaking engagements, meetings, conferences seminars, school fairs, open houses, etc. Public presentations offer advantages over other recruitment methods such as:

*Personally made contacts can be the most important way to influence community attitudes toward vocational schools--presentations provide face-to-face associations.
*Presentations can create opportunities for people to ask questions about programs, gather information, and become acquainted with personnel from the vocational school.
*From the input received at the presentations, information can be used for strengthening or altering some programs of the school.

SPEAKING ENGAGEMENTS

A speakers network or bureau can be a vital source for communicating the message of the school's positive qualities to the public. Organizing the network involves the following preliminary steps:

1. Determine staff members who are interested and agreeable to make speeches about vocational education and develop materials to assist the speakers (transparencies, handouts, etc. as well as other practical helps for making speeches).

2. Select other persons who might be willing to speak on behalf of the vocational school, i.e. community leaders (advisory committee members), employers, successful graduates, and/or students (testimonials).

3. Compile a directory or brochure with speech topics, names of speakers, scheduling, and addresses and telephone numbers of speakers.

4. Send directory (brochures) or make contacts with groups and organizations (business and professional organizations, religious groups, social agencies,etc.).

5. Encourage the staff, students, etc. in the use of the speakers network (bureau); publicize through newspaper news releases accompanied by photos of speakers.

Individual speakers may find assistance in preparing speeches from the following hints:

*Know the audience (learn about the listeners' daily lives--become familiar with their ages, educational levels, occupations, special interests/concerns, and knowledge of the speech topic).
*Construct an outline for a speech (see appendix F, page 86).
*Maintain a collection of articles, thoughts, interesting occurrences, student successes, etc. which could be useful in putting together a speech.
*Speak with confidence about the subject--concentrate on ideas and ideals about your program.
*Be natural and at ease with the audience; as a result the audience will be at ease and responsive.
*Use clear, easy to understand English in a direct and straight forward manner.
*Project your voice with enthusiasm and sincerity (don't read speech).
*Include human interest and success stories (case histories of outstanding students, etc. but, as much as possible, eliminate personal references, honors, and accomplishments).
*Refrain from speaking too long but be prepared with extra information to use if necessary.
*Rewrite old speeches or develop new ones for each speaking engagement.

WORKSHOPS, MEETINGS, CONFERENCES, SEMINARS

Special presentations such as workshops, meetings, conferences, and seminars can be useful to contact particular groups of people (business and industry, presidents of clubs and organizations, government leaders, parents of students, etc.). Public opinion concerning the school can be obtained from resulting feedback gleaned from the sessions. Also, as recruitment tools, potential students can learn about the programs the school offers from such gatherings.

Consider the following tips for planning workshops, meetings, etc.:

The environment--

*Good lights and good sound system are musts.
*For visual aids use a raised podium, extra large slides and charts and make sure nothing obstructs the view of the audience.

*The seats close to the podium should be empty.
*Create a "friendly atmosphere" by using hosts (students, etc.) to greet people as they arrive; present each person a preprinted name tag.

Information--
*Materials for the presentation should be timely, relevant, and practical; the presentations should be theme-centered.
*Present a "hot topic" to interest a large segment of the target audience (possibly an "unmet needs" conference for community citizens to learn ways to improve curriculum, etc.).

Format--
*Lively panel discussions after small group sessions can promote exciting verbal exchange.
*Round table discussions contribute to an interesting and enjoyable assembly.
*A designated person can be appointed to serve as moderator for the smaller groups and/or a "big name" (possibly a local expert) can be involved for added attraction.

Preplanning--
*Events should be well-planned and designed to make participants believe the time for the meeting was worthwhile.
*Invitations should be extended at least two weeks ahead of time with a reminder two days before scheduled time.
*Publications and special displays should be accessible to the public (perhaps a prize could be given at the conclusion of the occasion).
*A definite time to begin and end should be scheduled--for long sessions, breaks and refreshments should be included midway into the meeting.

STUDENT VISITATION AND PROGRAMS

Many activities can be implemented for acquainting young people with the vocational school environment. Individuals may tour the school or may visit the school as part of a group. As another option, a vocational student may bring a friend to "shadow" during the school day. Whatever form of introduction is used, the students of

the vocational school are the best recruitment tools for reaching prospective enrollees; the importance of special visitation programs devised to involve the vocational students cannot be overemphasized.

A special LIVE program is one novel approach for reaching a group of students. Such a project allows hands-on-experience in the many choices available with vocational training. Together the students and the staff of the vocational school play an active role in the planning and the success of the program. The following steps help to make an outstanding event:

1. Select a committee to organize the event--brainstorm for suggestions and gather additional input from other staff members at regular faculty meetings.
2. Meet with counselors and principals from the schools to gain support and recommendations--send questionnaires for opinions about the program (examples of sample questions: Would a visitation program benefit your students? What problems do you anticipate would arise from your participation? What types of orientation materials would be needed and when would they be needed? How many programs would you suggest the students visit during the half-day event?).
3. Establish the dates for the event early (at least six months prior to the function--timing the visitation is critical); allow for a three day visitation schedule to accomodate as many schools as possible.
4. Nearly two months before LIVE, send a memo to counselors inviting their schools to participate with an "Agreement to Partici--pate" form attached. (This form must be signed by the principal. It asks if the school will come, date of attendance, and approximate number of students participating).
5. After all the agreement forms are returned, a schedule is prepared for the three-day affair with two sessions a day; each session would last one hour and thirty-five minutes (the schedule should make sure the student numbers are equalized for the involved schools).
6. A month before the function, another memo is sent to each of the committed schools; an

overview of the program and special instructions are included. A complete schedule is enclosed containing the names of all the participating schools, number of students attending, time schedule, and directions for unloading and loading buses.

7. Flyers and blank name tags are sent one week before LIVE to all attending students. (The flyers provide time schedules, programs offered, etc. from which the students can choose the programs to visit. Counselors dispense name tags to students).
8. Also, a week prior to LIVE vocational student volunteers are selected to serve as visitor guides (indepth instructions are given to the guides to present the programs in the most positive manner).
9. The process for the LIVE days is:
    a. upon arrival, the school buses are met by the maintenance/security staff,
    b. the students are led to one of four assembly areas,
    c. staff greets and leads students, makes announcements, and shows a video (developed to orientate guests),
    d. students are taken to the dining area where guides are holding signs for the various programs (staff leaders direct visiting students to areas of interest; the student guides and instructors give information about programs along with demonstrations and handouts, giveaways, and, basically, exposure to the actual programs),
    e. after twenty-five minutes a tone sounds and the guide leads the student group back to the dining area where evaluations are filled out by the guests (to reveal any suggested improvements for LIVE.
10. The fringe benefits of LIVE are the enjoyment the guests get; the general goodwill it gives; the recruiting it generates; the good morale for the staff and students in planning and presenting the the program; and the good image gained from showing the attributes of the school.

(Source: Vocational Education Journal, Nov./Dec. 1987)

OPEN HOUSE

An open house affords the opportunity to reach many people of divergent interests and needs--parents, employers, business persons, school personnel, community leaders, and the public at large. In addition, an open house engages the students and staff of the school in shaping and executing the venture; this combination stimulates cooperation and unification among the various factions of the school. As a result another recruitment tool is generated for the school and its program.

Specific reasons for an open house include:

- *to familiarize prospects and parents with offerings of the school
- *to present a positive message to the public
- *to allow the vocational students the opportunity to display the quality of their work or services
- *to inform the business community of the programs and encourage a sense of cooperation in occupational experience for the vocational students
- *to engender a concern from the community and others in helping supply the needs (new equipment, expanded course offerings, facilities, etc.) of the vocational school.

Suggested presentations at open houses:

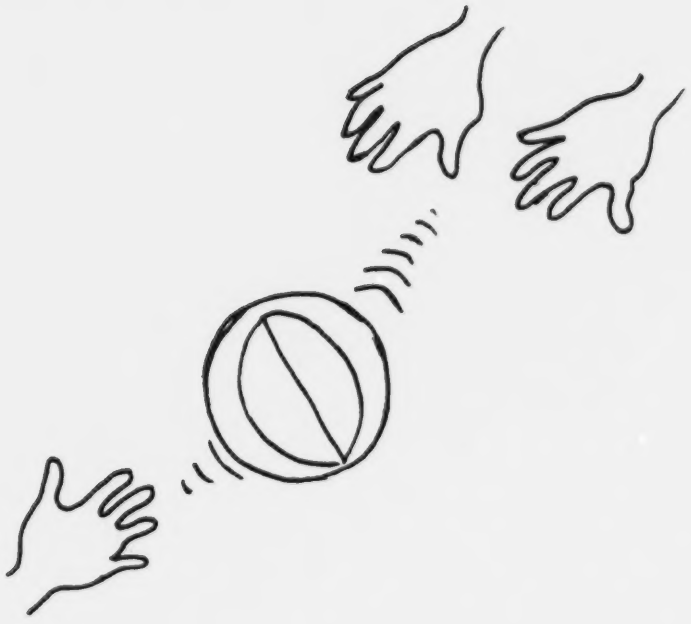
- *Typing competitions or similar competitions
- *Demonstrations with equipment or techniques
- *Skits depicting possible work situations

Hints for organizing an open house:

- *Plan early--determine a clear purpose for the open house with defined objectives and activities
- *In planning, determine one person to oversee and coordinate the entire event but assign responsibility to many people--including students (see appendix F, page 87)
- *Decide on the date and time for the open house and check for possible conflicts
- *Consider the items (handouts, displays, bulletin boards, films, slides,etc.) needed and monies available.

Essentially, an open house is a perfect occasion to advance good public relations--opening the school doors and allowing people to see the actual working of the school can stimulate good public relations.

ADDITIONAL RECRUITMENT INFORMATION



RECRUITMENT SOURCES

After a recruitment plan has been settled and methods have been resolved, possible contacts need to be examined. To establish likely recruiting contacts, investigate the following possibilities:

High schools--nuture relationships with high school personnel (helpful in identifying and recommending potential students). Recruiters sell the vocational school through quality programs; gentle persuasion based on geniune concern for students; and follow-up on graduates from the programs.
Other important factors include:
- *constant and amply supplied printed materials at schools
- *speeches at high schools
- *vocational schools open for tours
- *input from high school contacts regarding decisions concerning vocational school programs which affect high school students
- *notification to high schools about changes in program costs, schedules, etc.

Vocational rehabilitation offices--some vocational programs have physical requirements necessary for trades (some of the trades necessitate certain physical capabilities unsuitable for persons with handicaps, etc.), inform the offices about the qualifications for those trades.

State employment offices--employment office officials can be valuable recruitment contacts; those people needing employment sometimes lack saleable skills and experience.

Parents--parents are probably the single most important contact; start with junior high school students (don't forget to contact the P.T.A.).

Civic, church, and social groups--these group meetings offer recruitment opportunities for selling vocational programs (community leaders, who may also be parents, can be reached);

vocational staff members can:

*serve in community, civic, service, or social organizations
*serve in professional nonvocational organizations
*provide consultant services to local businesses and industries
*maintain communication with community professional, service, fraternal, and social organizations
*work cooperatively with unions, employers, and employment agencies.

Private industry council personnel--schools can offer specific classes for particular industries as well as classes geared toward businesses and industries with similar needs; thus forming a coalition between the vocational school offerings and the work community (businesses and industries may contribute prizes or scholarship money to capable students to encourage participation in the vocational school; groundwork must be laid to show mutual benefit to the school, community, and industry/business); be prepared to show documentation of past student performance in terms of employment placement.

Military installations and prison/correctional facilities--in some localities recruitment may be possible from these institutions.

From these areas, feedback (opinion surveys, studies of enrollment trends, etc.) to indicate the directions for the school's future as well as the status of the school's current performance can be learned. Of paramount significance to recruitment is the rapport created with the various agencies, businesses, organizations, etc.

OTHER RECRUITMENT TOOLS OR TACTICS

Letterheads--the institutional logo with the name, address, and telephone number of the school (keep information simple and uncluttered) represents the school each time correspondences are sent.

Postal imprint--can convey message about school (may have several imprints for different purposes, ex. for enrollment time and at the end of the school year).

Printed programs--positive image can be created from programs (programs are usually made for awards programs, graduations, etc.)

Folders--school folders can have a lasting effect on the public; include brochures, leaflets, pencil, scratch pads, etc. inside the folders (make folder from heavy paper stock folded at the bottom of the sheet; leave space on front and back for photo of school, a history, course list, and message about vocational education).

Scrapbooks--scrapbooks are inexpensive, effectual, easy-to-develop, recruitment tools; photographs of students (at work, in school, etc.), newspaper clippings about the school, and other interesting tidbits can be compiled on poster board, labeled and bound to form a large, appealing book (placed in convenient, obvious places, scrapbooks can tell of the uniqueness of the school and its programs).

"Freebies"--Pencils, pens, scratch pads, ice scrapers, etc. keep the vocational school name before the public.

Cassette taped interviews--credibility is gained from successfully placed graduates, currently enrolled students, employers of working students, parents of graduates, etc. who relate the attributes of the school or programs (interviews combining several different people are most effective).

Student organizations--publicity derived from newspaper articles on awards, activities, student recommendations, etc. can give account to the valuable aspects of organizational participation and the school.

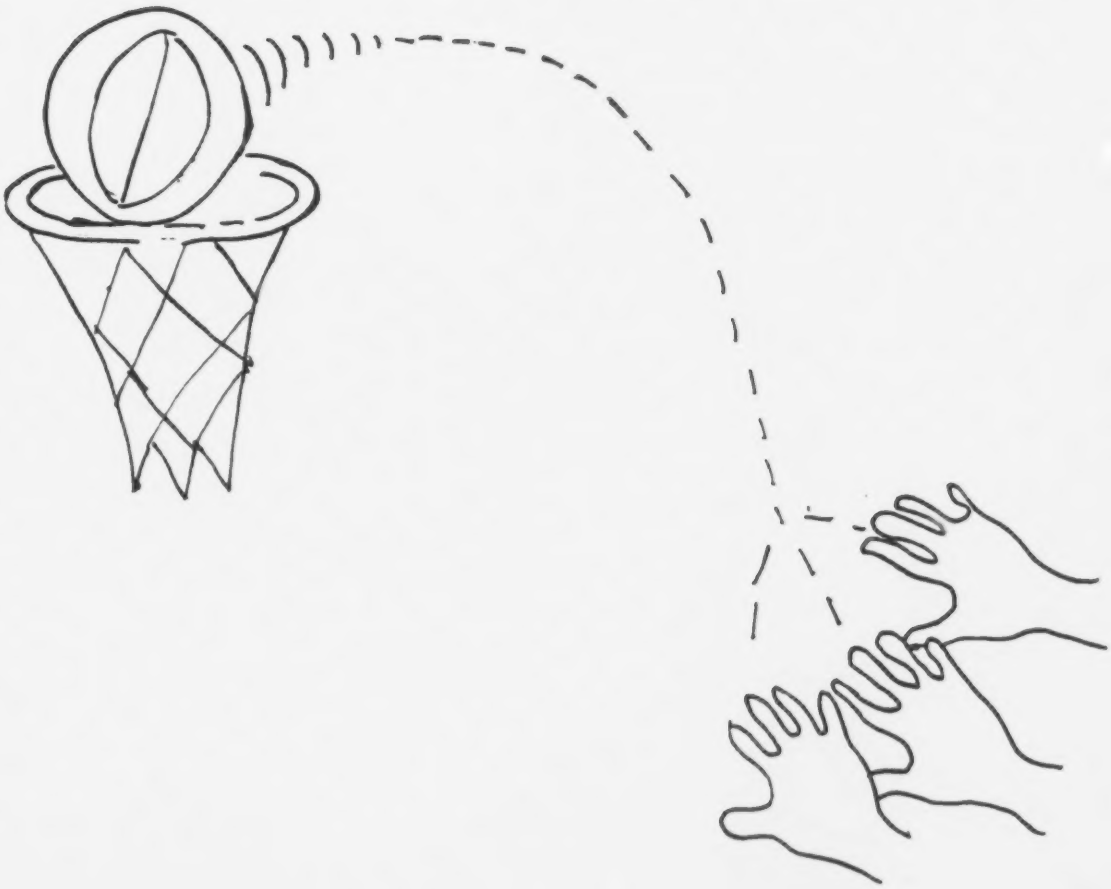
Mass mailouts--school class schedules to potential students; letters or flyers to parents (especially parents of high school seniors); information about the school and programs to those who are divorced or separated (list can be obtained from notices in the newspaper); vocational publications for industry, business, civic groups, and any other interested persons are possibilities for mailings

(to cut costs, consider piggyback on other mailings--ex. announcements from more than one department may be sent together in the same envelope, four regular sheets plus one letterhead and the envelope can be sent with one first class postage stamp--also, share printing and mailing costs or link with other schools in the area).

Finally, and most importantly, the personal touch is the most noteworthy aspect in recruitment. (Follow-up telephone calls with offers of career planning advice, etc. can be a turning point for an individual's decision to attend school). From concern and care exhibited through efforts from the school staff, a natural recruitment chain can be formed--vocational students become recruiters for other students; parents, employers, and others who are aware of the quality of vocational education also verify the worth of training in the vocational school setting--and the message of vocational education is relayed.

(See appendix H, pages 94 and 95 for other pertinent recruitment information).

CONCLUSION



CONCLUSION

"It is easy to propose impossible remedies," Aesop said many years ago. The purpose of the foregoing material is to construct a foundation for a vocational education recruitment plan; absolute guidelines are not proposed. Actual "remedies" need to be shaped and built around each school's definite specifications. Whatever the procedures chosen, they should show a cognizance of:

*the changes in population (ages, careers, etc.)
*the latest trends in careers or jobs and adjust the curricula accordingly
*availability of jobs in the areas the school serves
*the willingness to advise the public in the school's areas of expertise
*the best designs to communicate with the public.

"...as vocational education consumers get wiser to the needs of the work world, they will demand broader and more thorough training." (The Work Revolution) The vocational institutions must give good quality programs to accomodate the desires of students. Jobs for our society's future will require special technical skills, along with a greater citizen adaptability and flexibility to the work place needs. When vocational graduates get good jobs (sometimes receiving higher starting pay than university graduates); when the courses are conformed to the students and to the job market (in the community and/or state); when students understand that vocational-technical programs are for all students who have career/interests and can profit from vocational training, then recruitment planning has achieved its goal.

Vocational training can be a boon for a considerable portion of our population. Through job performances, graduates of the programs can be assets to business and industry. As a result, our society as a whole can improve.

The challenge for vocational education is waiting: the challenge to encourage those persons who are willing, able, and anxious to become a part of the training available through vocational education. With all facets of a school supporting each other as in teamwork, the challenge of enrolling students can be successfully achieved--the principle goal of recruitment can be fulfilled.

APPENDIXES

APPENDIXES

A-H

APPENDIX A

PLANNING

TARGET AUDIENCES--

Generally, recruitment for vocational education should be concentrated on one or more of the following groups:

1. Teenagers
   a. Young teens (12-16)
   b. Older teens (16-18)
   c. Major racial, ethnic, social or geographic groups

2. Young adults
   a. Recent high school graduates (17-19)
   b. "Adult students" (20-30)
   c. Major racial, ethnic, social or geographic groups

3. Parents (35-50)
   a. Wealth, level of education
   b. Blue collar vs. professional
   c. Major racial, ethnic, or geographic groups

4. Secondary school professionals
   a. Administrators
   b. Guidance counselors
   c. General education teachers
   d. Vocational education teachers

5. Elementary school professionals
   a. Administrators
   b. Teachers

6. School board members

7. Employers (local and regional)

8. Faculty, staff, board members, and advisory council members

9. Current vocational students

10. Past vocational students (alumni)

11. Policymakers (local, state and national)

12. Community leaders

13. Taxpayers

(Source: Marketing Vocational Education)

Other targeted groups:

Drop-outs
Unemployed
Underemployed
Welfare recipients
Housewives
Older workers
General public (for overall image)
College drop-outs
Opinion molders
Organizations that relate to business, industry, etc.
Local civic groups
ESD
JTPA
Rehab
DHS

From the mentioned target audiences, priorities have to be established in reaching people. Are you trying to:

1. Recruit high school students?
2. Recruit post-high school students?
3. Recruit particular students, such as disadvantaged, unemployed, underemployed, minority, etc.?
4. Recruit students into day, night, full-time, part-time programs?
5. Influence the legislature?
6. Carry a referendum?
7. Build a better general base of understanding and acceptance for future use?

(Source: Marketing Vocational Education)

The Integration of Marketing In Vocational Education

	Where We Are	Where We Need to Be
Staffing		
Philosophy		
Organization		
Image		
Attitude		

Recruitment: Teamwork

	Functions	Achievement Review	
		Evaluation	Comments
Administration			
Counselor			
Instructors			
Other			

AVAILABLE RESOURCES CHECKLIST:

	YES	NO	N/A
1. Monies			
a. little amount (e.g., for postage, materials)			
b. average amount (e.g., bulk mailing, some commercial advertising, printing)			
c. large amount (e.g., expensive advertising)			
d. unexpected (e.g., grants)			
2. Special abilities			
a. art			
b. photography			
c. layout			
d. PR			
e. telephoning			
f. typing			
g. general help			
h. other			
3. Accomodations and equipment			
a. typewriters			
b. copy machines			
c. printing capabilities			
d. other			
4. Supplies			
a. office supplies			
b. art supplies			
c. display setups			
d. paper and envelopes (in quantity)			
e. other			

	YES	NO	N/A
5. Background sources			
a. resource center/library (reference)			
b. specific materials for marketing, etc.			
c. information about the populations serving			
d. mailing list			
e. former student/alumni lists			
f. telephone directories (out-of-town and local) and city directory			
g. advertisements, catalogs, etc. of competitors			
h. organization directories			
i. periodical/journal collection			
j. media directories			
6. In-house projects			
a. newsletters for student, alumni, and other interested persons			
b. regular radio announcements			
c. regular TV advertisements			
d. school's catalog			
e. school's mass mailing			
f. bulletin board space			
7. Valuable attributes of personnel, etc.			
a. enthusiasm and dedication			
b. dependability			
c. organizational ability			
d. honesty			
e. high standards of work			
f. reputation for courtesy and fair play - good rapport with public			
g. respect from media			
h. good reputation of school			
i. other			

	YES	NO	N/A
8. Other people (external public)			
a. employers			
b. educators			
c. satisfied students			
d. special groups (service organizations)			
e. other			

September

October

November

December

January

February

March

April

May

48

55

54

PUBLIC RELATIONS CALENDAR

	Calendar
August	
September	
October	
November	
December	
January	
February	
March	
April	
May	
June	
July	
	Additional notes:

DEVELOPING A MARKETING PLAN
For Vocational Education
By
Richard L. Lynch

The following outline can be used as a basis from which to develop a marketing plan for vocational education. The outline has been adapted from business or marketing plan outlines typically suggested by marketing managers, the Small Business Administration, and as appearing in marketing textbooks.

Four reasons are often cited as benefits for developing a business or marketing plan.

1. The plan gives you a path to follow. By identifying target markets, objectives, strategies, budgets, and deadlines, you have some direction toward achieving your ultimate goals.

2. A plan is often necessary to obtain financial support for your envisioned activities. School boards, trustees, and administrators are more apt to appropriate funds to people who have thought through their strategies carefully than to those who have done little or no homework.

3. A plan is a good communications tool to orient Boards of Directors, administrators, co-workers, student and others about your vocational education programs.

4. A plan will help you think, organize, and develop as a marketing manager. It forces you to identify some specific objectives and strategies relative to vocational education that should help it succeed.

Despite the obvious advantages to planning, you are cautioned not to over plan. I do believe in careful analysis, prognosis, and resulting strategies planning. However, as discussed in Peters' and Waterman's bestseller, In Search of Excellence--Lessons from America's Best-Run Companies, too much "analysis can lead to paralysis." These authors suggest two important principles of planning that I think are especially relevant to vocational education:

1. Three interactive variables should be involved in planning: pathfinding, decision making, and implementation. Pathfinding is essentially an aesthetic, intuitive process, a design process. And, yes, vocational education (in my opinion) desperately needs some pathfinders!

2. Those who implement the plans must make the plans. Harold Leavitt, Stanford University, perhaps said it best: "People like their own children a lot, and typically aren't that interested in other people's babies."

The following are ten categories that probably should be analyzed and prognosticated and then appropriately followed up with marketing objectives and strategies. A few statements and/or questions have been provided for each category to assist in developing a marketing plan.

1. Type of institution or program.

   Describe the institution or program (e.g., adult education, vocational education, sex equity) for which you are developing a plan. What is its primary product(s) or service (s)? Who are the primary target groups? What are the major benefits of the products or services related to the target groups?

2. Statement of philosophy

   This is a tough but important part of a marketing plan. A philosophy helps an organization maintain its uniqueness and purposes by starting what is (and isn't) important. Why is this institution or program in existence? What are its purpose or what does it hope to accomplish? Please consider adapting the marketing concept as one philosophical tenant.

3. Uncontrollable variables

   Effective marketers typically identify uncontrollable variables that are important to the development of the marketing plan. You may not be able to control the variables, but you had better plan to control for the variables.

   a. Describe fairly clearly the target market(s); i.e., expand from #1. What are the common characteristics for each market identified? What are the salient features/benefits of your product(s) or service(s) that will appeal to this group?

   b. Identify important economic factors such as unemployment rates, funding source, ability of students to pay, need for training, etc. How will economic factors be handled in the plan?

   c. Are there social or cultural forces important to your plan? (It seems to me that there are several important to vocational education in most localities; e.g., increase in general education requirements for secondary students, changing employment role of women, aging population, emphasis on serving disadvantaged and handicapped, sex equity, etc.). Does your product(s) or service(s) accommodate any new value or custom changes for your community or target groups; and, if so, how is your marketing plan responding to them?

   d. How is the marketing plan responding to new technology?

e. Who are your major competitors? Or, what are the major competitive factors affecting vocational education? On what basis will you attempt to compete (e.g., price, quality, meeting needs, service, location, and so on)?

4. Marketing research

What type of information is needed to help this institution or program (or aspects of this plan) succeed? What secondary sources are available? If primary data are needed, how will it be obtained? How much cost is involved?

5. Product or service plan

How will you assess and improve your overall product and service mix? How will you assess and improve individual products and services? How can you improve products and services over their life cycles? How will you assess a constant flow of new and improved products and services? How will you assess and, if necessary, improve upon your image? (Note: The pathfinding variable in planning is important here. Consider the many techniques used in marketing, such as application of the marketing concept, packaging, feature/benefit analysis, the four stages of the product, warranties, after-sale service, logos, taglines, branding, augmented product, etc.)

6. Place or distribution plan

How are the product(s) and service(s) being made available and accessible to target consumers? Through what channels will you market your product(s) and service(s)? Consider improving other place factors such as adequacy of location; design of facilities; layout, cleanliness, attractiveness, utility of facility/classroom/laboratory; use of business- or industry-based facilities, etc.

7. Pricing plan

What are your pricing objectives? Consider the four "price tags" identified with social pricing: time, effort, lifestyle, and psyche. How can your products or service be promoted on the price element of the marketing mix.

8. Promotion plan

Promotion consists of all the activities you use to communicate to your markets. Effective promotion means effective communication. The following is a listing of promotional activities, a to z, that should (probably) be included in planning communications techniques for vocational education:

a. Personal selling
b. Promotion (product/service) advertising
c. Institutional advertising

d. Display advertising
e. Newspaper advertising
f. Magazine advertising
g. Shoppers' guide
h. Direct mail (sales letters, postal cards, leaflets, folders, booklets, broadsides, catalogs, house organs)
i. Radio
j. Television
k. Oral group presentations
l. Transit advertising
m. Specialty advertising (e.g., ball point pens, calendars, coffee mugs, memo pads, notebooks, t-shirts, bear mugs)
n. Trade premiums and gifts
o. Point-of-purchase displays
p. Professional shows (e.g., equipment demos, fashion shows, animal exhibits)
q. Coupons
r. Signs (indoor and outdoor)
s. Special release
t. Press release
u. Feature articles
v. Games and contests
w. Facility tours
x. Community projects
y. Posters
z. Variety of computerized/mechanized systems

You'll need to estimate the specific strategies and cost for each of these (of course, not all involve actual cash expenditure)

9. Personnel

Describe employment procedures that will result in hiring and developing the best possible employees for appropriate jobs. How will new employees be oriented? Trained? Motivated? Supervised? Evaluated? Counseled? What assurance and techniques can be implemented to assure that adequate attention is given to the people component of the marketing mix?

10. Assessment

How will you assess the effectiveness of your marketing plan? After what activities or at what intervals will you assess effectiveness?

(Copied)

APPENDIX B

SAMPLE QUESTIONNAIRES

STAFF QUESTIONNAIRE

RECRUITMENT

Give your opinion regarding strategies for student recruitment for this school. (There is no need to sign your name to this form.)

Rate the following methods according to effectiveness: (circle the appropriate number in the column to the right).

PERSONAL:	very effective	Moderately effective	little effect	no effect
Word of mouth	1	2	3	4
Reference from student/or former students	1	2	3	4
Employers of former students	1	2	3	4
Counselors	1	2	3	4
Presentations (Staff/Student speaking engagement, workshops, conferences, etc.)	1	2	3	4
School organizations	1	2	3	4
Others (List)				
A.	1	2	3	4
B.	1	2	3	4
C.	1	2	3	4
NEWS COVERAGE:				
News Items	1	2	3	4
Human interest stories (stories relating to students or others involved in school)	1	2	3	4
Letters to the editor	1	2	3	4
Advertisements	1	2	3	4
Press releases	1	2	3	4
Interviews	1	2	3	4
Others (List)				
A.	1	2	3	4
B.	1	2	3	4

PRINT ITEMS:	Very effective	Moderately effective	Little effect	No effect
Brochures	1	2	3	4
Direct mail	1	2	3	4
Supermarket handouts	1	2	3	4
Fliers at adult gatherings	1	2	3	4
Paper placemats (at Fast food restaurants, etc.)	1	2	3	4
Shopper throw-aways (grocery bags, etc.)	1	2	3	4
Occupant mailings	1	2	3	4
Door-to-door packets	1	2	3	4
Newspaper inserts	1	2	3	4
Catalogs	1	2	3	4
Promotional newspaper	1	2	3	4
"Freebies" (pencils, pens, etc.-- possibly given at pre-testing)	1	2	3	4
Others (List)				
A.	1	2	3	4
B.	1	2	3	4
C.	1	2	3	4
BROADCAST MEDIA:				
T.V. ads	1	2	3	4
Radio ads	1	2	3	4
Others (List)				
A.	1	2	3	4
B.	1	2	3	4
C.	1	2	3	4

OUTDOOR ADS/DISPLAYS	Very effective	Moderately effective	Little effect	No effect
Billboards, Marquees	1	2	3	4
Posters	1	2	3	4
Parking or bumper stickers	1	2	3	4
Displays at scheduled gatherings	1	2	3	4
Information booths	1	2	3	4
Others (List)				
A.	1	2	3	4
B.	1	2	3	4
C.	1	2	3	4
PRINT MEDIA:				
Newspaper commercial ads	1	2	3	4
Sports/program ads	1	2	3	4
Entertainment program ads	1	2	3	4
Classified ads	1	2	3	4
Free advertising space	1	2	3	4
Public service calendar notices	1	2	3	4
Others (List)				
A.	1	2	3	4
B.	1	2	3	4
C.	1	2	3	4

In the column to the right, please check the word which best describes your abilities in the following areas:

	Above Average	Average	Below Average	Not Interested
A. Art				
B. Photography				
C. Layout				
D. PR				
E. Telephoning				
F. Typing				
G. General help				
H. Public speaking				
I. Demonstration of skills				
J. Other abilities (List)				

In the column to the right, place a check under "Yes", "NO" or "N/A" (not applicable) corresponding to a characteristic or attribute of the personnel as a whole.

	YES	NO	N/A
A. Enthusiasm and dedication			
B. Dependability			
C. Organizational ability			
D. Honesty			
E. High standard of work			
F. Reputation for courtesy			
G. Respect from media			
H. Good reputation of staff/school			
I. Other attributes (List)			

Identify different ways the staff (i.e., teachers, support staff, counselors, administration, etc.) can/should be involved in recruitment.

Place a check on the line by your present position on the staff.

Teacher _____

Counselor _____

Administrator _____

Support staff _____

Other _____

STUDENT QUESTIONNAIRE

Directions: Complete the following survey form. Your opinions will provide information to help this school meet the needs of you and students who will come here in the future. You do not need to sign your name - your responses will be confidential. Circle the letter beside the word or phrase which applies to you or your situation.

1. I am from:

   a. this town
   b. within 15 miles of this town
   c. 30 miles of this town
   d. other (write where you are from) _____

2. Sex: a. male b. female

3. Age:
   a. 17 - 19 years
   b. 20 - 24 years
   c. 25 - 34 years
   d. 35 - 44 years
   e. 45 years or older

4. Schools attended:

   a. high school
   b. college or university
   c. military training
   d. vocational school
   e. other _____

5. Highest level of education:

   a. high school diploma
   b. GED
   c. associate degree (2 yr.college)
   d. vocational school certification
   e. apprenticeship training
   f. college or university (4 yrs.)
   g. graduate school

6. The reasons I chose this school are:

   a. the school has a good reputation.
   b. the school offers the training I want.
   c. job placement for school graduates is good.
   d. tuition and other costs are reasonable.
   e. the location of school.
   f. availability of financial aid
   g. other (give explanation)

7. I am attending school:

   a. to learn new skills for a different career
   b. to update skills I already have
   c. for personal satisfaction
   d. for financial aid
   e. other (give explanation)

8. I learned about this school from: (Circle any of the reasons that are appropriate)

   a. special displays (booths at fair, etc.)
   b. posters
   c. school brochure
   d. another vocational school
   e. high school counselor or teacher
   f. the radio
   g. the television
   h. career day at high school or visit from vocational school representative to high school
   i. newspaper
   j. military
   k. present or former students
   l. an employee at this school
   m. other (give explanation)

9. After learning about this school, I received additional materials on school from:

   a. friends
   b. parents or other relative
   c. a school representative
   d. a high school teacher or counselor
   e. visiting the vocational school

10. The person who encouraged me the most to enroll in this school was:

   a. a friend
   b. a parent or other relative
   c. a high school teacher or counselor
   d. a student attending this school
   e. a school employee/instructor
   f. other (give explanation)

11. I did not receive enough information concerning:

   a. specific information about the courses/programs.
   b. procedures and/or dates for enrolling.
   c. tuition and other expenses for going to school.
   d. job possibilities.
   e. other (give explanation)

Answer the following questions:

12. In which program are you enrolled?

13. Before you enrolled, did you receive a telephone call from an instructor or employee from school?

14. What other courses would you like for this school to offer?

15. Do you have other suggestions for improvements in the enrollment process and/or other procedures?

Thank you for your participation in this survey. We wish you success now and in the future.

ADVERTISING QUESTIONNAIRE

Please complete the following questionnaire. We need to know the best ways to inform people about Ozarka Vo-Tech. You can help us by giving answers to the questions below.

Your cooperation is appreciated. (Do not sign your name).

Circle the number next to the answer which applies to you.

1. When did you first learn about Ozarka Vo-Tech?
   1. Within the last three (3) months
   2. Within the last year
   3. Within the last two (2) years.
   4. I learned about this school _____years ago. (Write the number of years which applies to you).

2. When did you decide to enroll at Ozarka Vo-Tech?
   1. Within a week before enrolling
   2. One (1) to four (4) weeks before enrolling
   3. One (1) to two (2) months before enrolling
   4. I decided_____months before enrolling (Write the number of months which apply to you).

3. Have you seen/heard any information about Ozarka Vo-Tech from any of the following sources?

In the newspapers	1. yes	2. no
On the television	1. yes	2. no
On billboards	1. yes	2. no
From the radio	1. yes	2. no
From the mail	1. yes	2. no
At the work place	1. yes	2. no
At employment or government offices (posters, flyers, brochures)	1. yes	2. no
At businesses (posters, flyers, brochures)	1. yes	2. no

4. a. Do you read a newspaper? 1. yes 2. no

b. If you do read a newspaper which of the following do you read? (From the list below, place a check by all you read).

White River Current
Stone County Leader
The News
The Tri County Record
The Baxter Bulletin
Ozark Trading Post
Batesville Guard
Stone County Citizen
The South Missourian News
Arkansas Democrat
Arkansas Gazette

c. From which newspaper (s) did you see an advertisement for Ozarka Vo-Tech? (List the newspapers).

5. a. Do you listen to the radio? (Circle the number by your answer).

1. yes 2. no

b. If so, do you listen more than one hour a day? (Circle the number by your answer).

1. yes 2. no

c. What radio programs interest you? (Please check by all which apply to you).

News
Sports
Talk Shows
Country Music
Rock Music
Special Features
"Easy Listening" Music
Other (Please list)

8. a. Has a potential employer ever discussed with you about your getting additional training?

1. yes 2. no

b. If so, did they mention Ozarka Vo-Tech?

1.yes 2.no

9. Have you seen a general information advertisement on television or read in a newspaper/magazine about vocational training? (ex. an advertisement or article which did not name a specific school)

1. yes 2. no

10. Did you consider any of the following educational options before choosing this school?

Private business, trade or technical school
1. yes 2. no

Two-year Junior College
1. yes 2. no

Four-year College
1. yes 2. no

Another Vo-Tech
1. yes 2. no

Please name the school:

11. List any other sources (advertising, etc.) which influenced your coming to Ozarka Vo-Tech.

THANK YOU VERY MUCH FOR YOUR HELP.

ADVERTISING QUESTIONNAIRE

Please complete this questionnaire. We need to know the best ways to inform people about White River Vo-Tech. You can help us by giving your opinion on the following questions -- Respond honestly. (Do not sign your name.)
Your cooperation is appreciated.

Circle the number next to the answer which applies to you.

1. When did you first learn about White River Vo-Tech?

    1. Within the last three (3) months
    2. Within the last year
    3. Within the last two (2) years
    4. I learned about this school _____ years ago (Write in the number of years which applies to you.)

2. When did you decide to enroll at White River Vo-Tech?

    1. Within a week before enrolling
    2. One (1) to four (4) weeks before enrolling
    3. One (1) to two (2) months before enrolling
    4. I decided _____ months before enrolling (Write in the number of months which apply to you.)

3. Have you seen/heard any information about White River Vo-Tech from any of the following places?

In the newspapers	1. yes	2. no
On the television	1. yes	2. no
On billboards	1. yes	2. no
From the radio	1. yes	2. no
From the mail	1. yes	2. no
At the work place	1. yes	2. no
At employment or government offices (posters, flyers, brochures)	1. yes	2. no
At businesses (poster, flyers, brochures)	1. yes	2. no

4. a. Do you read a newspaper? 1. yes 2. no

b. If you do read a newspaper which of the following do you read? (From the list below, place a check by all those you read.)

Newport Daily Independent	_____
Batesville Daily Guard	_____
Ozark Trading Post	_____
Augusta Advocate	_____
McCrory Leader	_____
Bald Knob Banner	_____
Merchant Shopper	_____
The Daily Citizen	_____
Walnut Ridge Times	_____
Jonesboro Sun	_____
The Modern News	_____
Arkansas Democrat	_____
Arkansas Gazette	_____

c. From which newspaper(s) did you see an advertisement for White River Vo-Tech? (List the newspapers)

_____

_____

5. a. Do you listen to the radio? (Circle the number by your answer.)

1. yes 2. no

b. If so, do you listen more than one hour a day? (Circle the number by your answer.)

1. yes 2. no

c. What radio programs interest you? (Please check by all which apply to you.)

News	_____
Sports	_____
Talk Shows	_____
Country Music	_____
Rock Music	_____
Special Feature	_____
"Easy listening" Music	_____
Other (please list)	_____

d. Which radio stations do you enjoy? (Place a check by all which apply to you.)

Newport --	KNBY/KOKR	_____
Batesville --	KBTA/KZLE	_____
	KAAB OR KWOZ	_____
Jonesboro --	KFIN	_____
	KNEA	_____
	KBTM/KJBR	_____
Searcy --	KAPZ	_____
	KWCK/KSER	_____
Wynne --	KWYN	_____
Trumann --	KXRQ	_____
Little Rock --	_____	
	Please list	
Memphis --	_____	
	Please list	

e. Have you heard an ad for White River Vo-Tech on the radio?

1. yes 2. no

f. If so, which station?

Please list _____
_____

6. a. How many hours per day do you watch television? (Circle the number by the answer which applies to you.)

1. One (1) to two (2) hours
2. Three (3) to four (4) hours
3. More than four (4) hours
4. None (0)

b. What programs on television interest you? (Place a check by all those which apply to you.)

Talk Shows _____
News _____
Sports _____
Movies _____
Situation Comedy Reruns (Gilligan's Island, Brady Bunch, Andy Griffin Show, etc.) _____
Others (Please list)
_____
_____

c. From the following list, please place a check by all television stations you watch.

Little Rock Station: KARK (Channel 4) _____
KTHV (Channel 11) _____
KATV (Channel 7) _____
Jonesboro: KAIT (Channel 8 or 2) _____
Public Television Station: _____
Cable TV: (ex. ESPN, CNN, CBN, TBS)
List stations you watch on Cable TV _____

7. If someone told you about this school (a family member, a friend, or someone else), where did they get their information? (ex. Newspaper ad, television, radio)

_____
_____

8. a. Has a potential employer ever discussed with you about your getting additional training?

1. yes 2. no

b. If so, did they mention White River Vo-Tech?

1. yes 2. no

9. Have you ever seen a general information advertisement on television or read in a newspaper/magazine about vocational training? (ex. an advertisement or article which did not name a specific school.)

1. yes 2. no

10. a. Did you consider any of the following educational options before choosing this school?

1. yes 2. no

b. If yes, which school?

Private Business, trade or technical school 1. yes 2. no

Two-year (Junior College)
1. yes 2. no

Four-year College
1. yes 2. no

Another Vo-Tech
1. yes 2. no

List the school:

_____

_____

11. List any other sources (advertising, etc.) which influenced you to come to White River Vo-Tech.

_____
_____
_____

12. Please write the name of the town where you currently live.

_____

THANK YOU VERY MUCH FOR YOUR HELP.

APPENDIX C

IMAGE

IMAGE

What do we think of ourselves? (Staff) Respond to the following statements:

1. My work is (is not) important.
2. I believe (do not) believe sincerely and deeply in what I do.
3. I am (am not) committed to vocational education as a profession.
4. I do (do not) take pride in what I do.
5. It is (is not) important to make sure my students succeed.
6. People outside my work have (do not have) a good understanding and appreciation of what I do.
7. People outside my work admire (do not admire) what I do.

What do we want to be? The following broad image statements about vocational education need exploring:

1. It is <u>education</u>
2. It is professional.
3. It opens options for the young in careers, educational enrichment, and learning styles.
4. It is a good way to test an interest.
5. It is a good pre-college program.
6. It is a good way to finance college.
7. It is challenging.
8. It is exciting.
9. It is desirable.
10. It is vital to our economy.

Whose job is it?

Everyone in your system has daily opportunties to contribute in some way to build a positive image for the school or for vocational education.

(Source: Marketing Vocational Education)

Students Sell, If . . .

. . . they know what to sell, and are proud of it. Your students are your image. Whatever image they project is the image your school and programs convey. That image can be very positive if:

- Programs are strong and pay off for students.
- The image of your organization is clearly defined.
- The image is the focus of recruitment, selection and orientation.
- The image is constantly reinforced through publications, reorientation, front-line operations, the environment and other media.
- The image you personally project is positive, proud, and committed to selling the success of vocational education.

(Source: Vocational Education Journal, Nov./ Dec., 1987)

APPENDIX D

FACT SHEET

FACT SHEET--

For a quick source of information, a fact sheet about the school can supply necessary data concerning the school and its personnel. A good fact sheet should include:

1. Name, address and telephone number of the school.

2. Written goals and objectives of the school, if available.

3. Names and titles of key personnel.

4. Brief descriptions of programs offered.

5. Enrollment figures, total and by program.

6. A brief history of the school, including the date of its founding. If the school is privately funded, include a list of the sponsors (with their permission).

7. Major awards won by the school, affiliations, if any.

8. If the fact sheet is about an event, provide the date, place and time as the names of sponsors and contact people and a schedule of activities.

(Source: Marketing Vocational Education)

APPENDIX E

NEWS AND PRINT INFORMATION

The following information was adapted from:
"Designing for the Dailies", Clip Bits, October, 1983.

"Only 10% of newspaper's readers are even prospects for your sales message; 2% or less are hot prospects..... The remaining 8% or so are warm prospects....That leaves 90%...who are non-prospects."

"In the span of a few seconds your ad should communicate with the reader...think of your ad as a telegram, a direct no-frills transmittal help."

Checklist from the Newspaper Advertising Bureau:

Do's

1. Make your ads recognizable.
2. Use a simple layout.
3. Use a dominant element--large picture or headline.
4. Use a prominent benefit headline--select the main benefit offered by the product.
5. Let your white space work for you.
6. Make your copy complete.
7. State price or range of prices.
8. Specify bonded merchandise.
9. Include related items.
10. Urge your readers to buy now.

Copy Don't's

1. Don't forget name and address.
2. Don't be too clever.
3. Don't use unusual or different words.
4. Don't generalize.
5. Don't make excessive claims.

Layout Don't's

1. Don't fill your ad to overflowing.
2. Don't be too clever with type--body copy should be set in a clear, easy-to-read face, in a size at least as large as the type in the news column and preferably larger.
3. Don't use subtle contrasts--simple illustrations and line weights, sharp and simple photos.
4. Don't forget organization--put logo with name, address, and telephone number where it can be easily seen and recognized.

Recent findings:

*Business name near main headline scored 10% higher notice than those with business name elsewhere.
*Ads that feature no more than 10 items score better than those that cover more than 10 items.
*Price reduction in ads score 30% higher than ads at regular price.
*Ads with white space and illustration total 70% score higher than if ratio is different.
*Illustrations adjacent to copy blocks are better than ads which separate the two.

Check and double check deadlines, ad dimensions, and specifications.

"Copy and layout and nothing else determine whether or not an ad will be as effective as possible in selling merchandise."

PROOFREADING--

The following information was taken from:
"Anyone Can Proofread." Clip Bits, October, 1984.

Tips:

*Allow for plenty of time with a quiet secluded setting, no interuptions; ask a co-worker to help proof.
*One person can read aloud from the original manuscript while another follows along on a xerox copy, marking errors.
*Keep attention centered on what you are doing--use a card or the edge of an envelope to cover everything except the line being read.
*Mark corrections in red or other visible ink.
*If no one can help you proofread, record the original manuscript on tape and read from the copy as you play the tape.
*Possible errors:
-Typos are most common
-Spelling, especially:
1. foreign words
2. hyphenated words (check spelling rules)
-Divided words (easy to omit a letter and some words are never divided)
-Sequences (lists, instructions, or sequences set off by numbers or alphabet characters).
-Abbreviations
-Numbers vs. letters (copying numerals, addresses, telephone numbers, prices, etc.)
-Similar words and grammar (ex. effect and affect; lose and loose; emigrant and immigrant)
-Headlines (read carefully)
-Errors of omission (line or paragraph skipped)

Other areas of proofing:

*Type face changes--make sure the type is set as specified.
*Visual elements--check typesetting for photo captions and give ample room for photos.
*Statistics--develop a sixth sense with regard to logic of the statistics you are proofing.
*Proofing corrections--corrections will also have to be proofed.

Try to block out all distractions and devote 100% of your attention to what you are doing.

PLACES FOR DISTRIBUTION OF BROCHURES, FLYERS, AND OTHER PRINT MEDIA--

*Place on counters in heavily traveled areas
*Staple on bulletin boards
*Hand out at various functions
*Mail to people from the following sources:
List of current students
List of former students
City directory
Organizations in local area
Trade associations
Unions
Public libraries
Chambers of commerce
County and city data books
Business and manufacturers

PROOFREADER'S MARKS

EXPLANATION	MARK	HOW USED
Insert at this point		Clip Bits the
Delete or take out		Clip Bits
Let it stand		Clip Bits
Left out, see copy		Clip
Period		Clip Bits
Comma		Clip Bits
Colon		Clip Bits
Semicolon		Clip Bits
Apostrophe		Clip Bits
Open quotes		Clip Bits
Close quotes		"Clip Bits
Hyphen		Clip Bits the
Dash (show length)		Clip Bits
Parentheses		Clip Bits
Exclamation point		Clip Bits
Question Mark		Clip Bits
Wrong font		Clip Bits
Lower case		Clip Bits
Capitalize		clip bits
Initial cap, then lower case		clip bits
Small caps		Clip Bits
Caps and small caps		clip bits
Roman		Clip Bits design
Italics		Clip Bits
Light Face		Clip Bits

EXPLANATION	MARK	HOW USED
Bold Face		Clip Bits
Superior character		Clip Bits
Inferior character		Water is H2O
Insert space		ClipBits
Equalize space		Clip Bits is
Close up		Clip Bits
Move right		Clip Bits
Move left		Clip Bits
Flush left		Clip Bits
Flush right		Clip Bits
Align horizontally		ClipBits
Align vertically		Clip Bits
Transpose		Clip Bits
Paragraph		Clip Bits
Flush paragraph		Clip Bits
Indent (show number of ems)		Clip Bits
Run in		Clip Bits For the
Broken type		Clip Bits
Turn inverted letter		Clip Bits
Push down		Clip Bits
Spell out		Clip Bits
See layout		Clip Bits
Query		Clip Bits
Ellipsis		Clip Bits

WORDS: SHORT, IMAGE MAKERS
(Sample)

Look
News
New
Now
See
Help
Yes
Get
Give
Come
Act
Be
Big
Find
Idea
Fast
Slow
Grow
More
Less
No
Race
Hope
Fly
Soar
Keen
Great

Tell
Way
Win
Will
Dream
Send
Quick
Hello
Make
Seek
Good
Decide
Success
Aim
Set
Rid
Think
Speed
Glad
Go
Stop
Reach
Link
Goal
Use
Wish
Facts

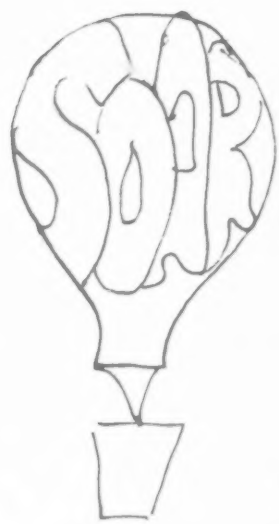
IS YOUR FUTURE A ?

DREAM

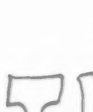
WOW

BREAK

BIG



Idea



Think

Look

Look

It's Time

APPENDIX F

PRESENTATIONS

Sample Outline for Short Speech

I. Introduction
   A. Attention getter
   B. Form common bond or relationship with audience

II. Main concepts
   A. Basic statement
   B. Audience's personal identification with main concepts (how can audience relate to what is being said?)
   C. Basis for making the talk (why is subject important?)
   D. General summation of points to be covered in talk

III. Main body of speech (each point developing and elaborating speech)
   A. Point
   B. Point
   C. Point

IV. Conclusion
   A. Summarize main points
   B. Closing remarks (make these interesting)

Sample speech topics:

"Non-traditional Careers for Women"
"Technical Education Versus College"
"Transition for Students Returning to School"
"Career Opportunities in (a specific occupation)"
"Where do Adults Fit in Vocational Training"

Open House Organizational Helps

Appoint several chairpersons to organize for publicity, guest receptions, facilities, program, displays, entertainment, and clean-up.

Reception chairperson--Arrives early and doublechecks to make sure everything is properly done (seating and tables arranged for best visual effects). Generally helps create an atmosphere of warmth and order to facilitate a successful open house.

Facilities chairperson--Prepares the room and obtains any necessary equipment. Checks for any safety hazards which could be a problem in demonstrations, etc.; ensures the safety of visitors.

Program Chairperson--Chooses students to act as guides. Assists in composing scripts for the speakers (at each display to give optimum information in the most concise way).

Display Chairperson--Helps set up displays as well as create them. Gets supplies and assists in taking down the displays.

Entertainment Chairperson--Arranges for refreshments and helps correlate serving as well as cleaning up.

Clean-up Chairperson--If each of the other groups take care of the clean-up, a clean-up committee is unnecessary.

APPENDIX G

VISUALS

Tips for making photos the next best thing to professional:

1. Use black-and-white film for clear, finished products (color film for slides).

2. Shoot people in informal poses or action--subjects should appear comfortable in the photo.

3. Have at least one person in every photo--inanimate objects are boring.

4. Don't be afraid to get close to subjects--if, later, you have to crop print and enlarge it, quality will will be lost when the image is reproduced.

5. Focus on the center of interest--let background or foreground fade out.

6. Cluster people closely in a group shot--have heads across the top of the picture at approximately the same height so that the photo will not take up an inordinate amount of space in layout.

7. Use available light, whenever possible--a flash pointed directly at the person will wash out facial features and leave a shadow over shoulder and behind head.

8. Light the face, not the back of the head--don't put person in front of a window; pick a spot with muted sunlight to prevent the squinting of the persons being photographed.

9. Look out for reflections--glasses, instruments, and equipment can reflect light so strongly that the contents is diminished or vague.

10. Be considerate--make sure the persons being photographed look their best.

11. Take more than one shot--with one person, take three or four shots using different lighting, etc.; with group of five or six, to improve chances of getting a good shot of everyone, take more shots.

12. Invest in quality processing--take film to lab that specializes in quality work done quickly.

13. Order prints with glossy or matte finish for photos--silk or canvass will not enlarge or reduce well.

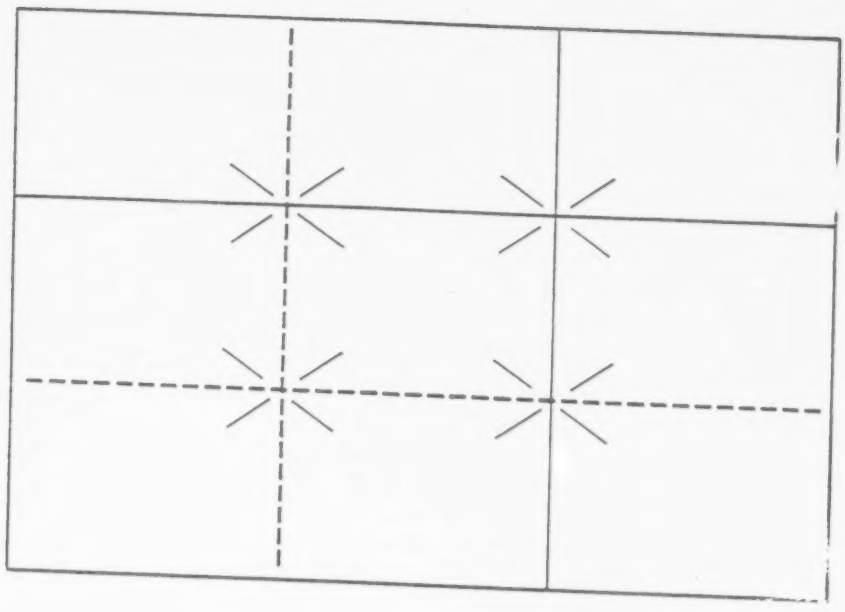
14. Get a model release--important to have on file if subject is not an employee and/or if the photo will be used for promotional purposes.

Photographing hints:

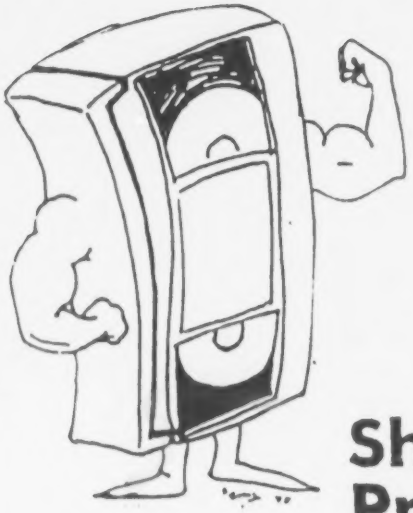
1. Get close to subjects.
2. Focus exactly.
3. Photograph no more than four people to a photo, if possible.
4. Keep backgrounds uncluttered and foregrounds small.
5. Take action shots of people rather than forming a line of people.
6. For indoor shots, use a flash; otherwise, make sure there is enough light.
7. Refrain from using an automatic camera.
8. Refer to newspaper and magazine photos to familiarize yourself with attractive arrangements, etc.
9. Black-and-white photos are appropriate for newspapers.
10. If a publicity photo is not used, try again.

(Source: Clip.Bits, November, 1989)

'Rule of Thirds'



To make your photographic composition the most pleasing, divide your picture area into thirds—horizontally and vertically—and place your center of interest at one of the intersections marked with an "X". Using this "rule of thirds" as a guide helps avoid placing the subject dead center, which is the most uninteresting part of the composition area.



Shooting Your Video Like a Professional

The following tips will help you shoot the best footage possible:

- Shoot mostly close-ups—head and shoulders—and extreme close-ups—faces, hands, tools, and machines in action.
- Set up a tripod for all shots, even if it takes extra time.
- Use an external microphone on a cable that can be moved close to any person who is speaking, rather than the microphone found on the camera. Use a windscreen, if you're outdoors.
- Look for and record ambient environmental sounds, or the background sounds in the room. The sounds of voc ed, such as a rototiller in agriculture or a sander in the auto body shop, are exciting and highly effective.
- Use portable spotlights for extra light whenever possible.
- Record on high-quality tape, and only at the standard play (SP) tape speed. This is the fastest speed and produces the highest quality shots. It is also the only speed at which you can edit.
- Look for visual variety (different subjects, angles, distances, and points of view), but use a minimum amount of camera movement (pans and zooms). Each shot should look planned and distinct, such as a specific move from left to right, with a definite beginning and end. Random movement will appear dizzying and confusing to viewers.

(Source: Vocational Education Journal, April, 1990)

APPENDIX H

MISCELLANEOUS INFORMATION

The following is a list of innovative recruitment practices that have been highly successful for vocational directors.

1. Encourage the public to use the school facility as a meeting place.

2. Panel of advisory committee members conduct an annual program for counselors and principals throughout the area.

3. Establish a vocational committee in the Chamber of Commerce.

4. Recruit through vocational student organizations.

5. Take a piece of equipment to a high school and demonstrate its use, i.e. taking a new typewriter and typing a letter to each student's parents.

6. Designate a staff person to be specifically responsible for recruitment.

7. Establish a minority recruiter.

8. Designate the last day of school before Christmas as family day and bring all family members on campus.

9. Designate the last day in June as alumni day and bring alumni in to share success stories.

10. Obtain a monthly list of high school dropouts and write them to offer a three month scholarship to the school.

11. Offer scholarships to high school graduates and to all who pass the GED.

12. Send letters to businesses, community clubs, and program advisory committees giving them a scholarship to award to any student they might select.

13. Utilize program based budgeting.

14. Establish a "SWAT" team to provide immediate response to business and industry training needs.

15. Establish a brochure rack in each area high school.

16. Establish recruitment as part of the written job responsibility of every staff member.

17. Watch for divorces and separations and calling to offer job re-entry training.

18. House the professional library for teachers in the vocational school.

19. Offer a course for parents titled "How to Help Your Child Select a Career."

20. Utilize bumper stickers to promote various programs.

21. Direct hiring of students through the school by area employers.

22. Billboards on the highways in the area.

23. Referral of job applicants by companies who believe an applicant is not qualified for a job.

(Source: Identification of Recruitment Barriers....Phase II)

THE STUDENT IS . . .

. . . the most important person on our campus. Without students, there would be no need for our institution.

. . . not a cold enrollment statistic but rather a flesh and blood human being with feelings and emotions just like our own.

. . . not someone to be tolerated so we can do our thing. They are our thing.

. . . not dependent on us, rather we are dependent on them.

. . . not an interruption of our work but the purpose of it. We are not doing them a favor by serving them. They are doing us a favor by giving us the opportunity to do so.

(Copied)

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